Year 3 unit overview — Australian Curriculum: History

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
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| Our School | Exploring Aboriginal People and Torres Strait Islander People and our communities | 20 hours |

| Unit outline |
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| The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.In this unit students explain the importance of Country and Place to Aboriginal Peoples and Torres Strait Islander Peoples who belong to a particular area. They will also investigate change and continuity over time in local, regional, state and territory contexts, for example in relation to areas of transport, work, education, entertainment, daily life, and natural and built environments.There is a strong focus in this unit on the use of the historical skills. The students will explicitly focus on:* sequence significant historical events
* use historical terms
* pose a range of questions about the past
* identify sources
* locate relevant information from sources provided to record key ideas
* identify different points of view
* develop texts using a range of communication forms and digital technologies.

The key inquiry questions for the unit are:* Who lived here first and how do we know?
* How has our community changed? What features have been lost and what features have been retained?
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| Identify curriculum |
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| Content descriptions to be taught | General capabilities and cross‑curriculum priorities |
| Historical Knowledge and Understanding | Historical Skills |
| Community and Remembrance * The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) [(ACHHK060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK060)
* ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life [(ACHHK061)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK061)
 | Chronology, terms and concepts* Sequence historical people and events [(ACHHS065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS065)
* Use historical terms [(ACHHS066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS066)

Historical questions and research* Pose a range of questions about the past [(ACHHS067)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS067)
* Identify sources [(ACHHS215)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS215)

Analysis and use of sources* Locate relevant information from sources provided [(ACHHS068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS068)

Perspectives and interpretations* Identify different points of view [(ACHHS069)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS069)

Explanation and communication* Develop texts, particularly narratives [(ACHHS070)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS070)
* Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS071)
 | Description: gc_literacy Literacy* Use appropriate historical language specific to the unit

Description: gc_numeracy Numeracy* Understand and interpret associated maps, tables and graphs that add meaning to written text

Description: gc_ict **ICT capability*** Use a range of digital technologies to assist with investigating concepts

Description: gc_critical Critical and creative thinking* Use thinking skills to complete group activities and undertake inquiry

Description: gc_personal_social **Personal and social capability*** Work together to participate in learning experiences and historical inquiry

Description: gc_intercultural Intercultural understanding* Identify cultural groups within the local community and their influence over time

 Aboriginal and Torres Strait Islander histories and cultures* Explore the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples
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| Historical Understanding |
| This unit provides opportunities for children to develop historical understandings particularly focused on the key concepts of: |
| ☒ SourcesWritten or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry. | ☒ Continuity and changeContinuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ☐ Cause and effectThe relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ☒ PerspectivesA point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. | ☒ Empathy An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. | ☒ SignificanceThe importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. |
| Achievement standard |
| By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time. |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland SOSE Essential Learnings by the end of Year 3Knowledge and understandingTime, continuity and change* Aboriginal people’s and Torres Strait Islander people’s continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation

Culture and identity* Aboriginal peoples and Torres Strait Islander peoples are Australia’s Indigenous peoples and their influences are evident and valued in Australian communities

Ways of working* pose questions for investigations
* plan simple investigations based on questions
* identify and collect information and evidence from narratives and familiar sources
* make judgments about the usefulness of the information and evidence
* draw conclusions and give explanations, using information and evidence
* communicate social and environmental ideas, using texts and terminology to match audience and purpose
* share ideas, and plan and enact responses to group or community issues
* participate in group decision making to achieve goals
* reflect on and identify values associated with fairness, protecting the environment and behaving peacefully
* reflect on learning to identify new understandings.
 | Year 4 Australian Curriculum: HistoryHistorical Knowledge and Understanding First Contacts* The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives [(ACHHK077)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK077)
* The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment [(ACHHK080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK080)

Historical SkillsChronology, terms and concepts* Sequence historical people and events [(ACHHS081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS081)
* Use historical terms [(ACHHS082)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS082)

Historical questions and research* Pose a range of questions about the past [(ACHHS083)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS083)
* Identify sources [(ACHHS216)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS216)

Analysis and use of sources* Locate relevant information from sources provided [(ACHHS084)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS084)

Perspectives and interpretations* Identify different points of view [(ACHHS085)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS085)

Explanation and communication* Develop texts, particularly narratives [(ACHHS086)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS086)
* Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS087)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS087)
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| Bridging content |
| The SOSE Essential Learnings by the end of Year 3 do not explicitly address continuity and change within a local community, region, state/territory so bridging learning experiences related to this concept may assist in developing student understanding. |
| Links to other learning areas |
| There is the possibility of linking the concepts and content in this unit to the remainder of the SOSE Essential Learnings content required to be taught when implementing the Australian Curriculum: History.**In the Australian Curriculum: English*** Plan and deliver short presentations, providing some key details in logical sequence [(ACELY1677)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1677)
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements [(ACELY1685)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1685)
* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features [(ACELY1680)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1680)

**In the Australian Curriculum: Mathematics*** Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording [(ACMSP068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP068)
* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies [(ACMSP069)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP069)
* Interpret and compare data displays [(ACMSP070)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP070)

**In the Australian Curriculum: Science*** Science knowledge helps people to understand the effect of their actions [(ACSHE051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE051)
* With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge [(ACSIS053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS053)
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| Assessment | Make judgments |
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| Describe the assessment | Teachers gather evidence to make judgments about the following characteristics of student work:Understanding* explanation of how and why life changed in the past
* explanation of aspects of the past that remained the same
* explanation of events and aspects of the past that have significance in the present
* description of experiences of individuals and groups over time

Skills* sequencing of events and people in chronological order identifying key dates
* development of questions about the past
* location of written, physical, visual and oral sources from different points of view to answer inquiry questions
* communication using historical terms in texts

For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding across a range of assessments. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.Year 3 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences, the teacher can provide feedback on specific skills.Collection of work (Written) The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context and based on the process of historical inquiry. The focus of the collection of work is cause and effect, and continuity and change in communities and could include:* written explanations
* questions of, and responses to, source material
* annotated timelines
* journal entries
* annotated photographs
* physical/visual artefacts.

Suggested conditions:* open.
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| Research: Presentation (Spoken/signed, multimodal)The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources. Students create a presentation about a place that has significance to Aboriginal or Torres Strait Islander communities. They investigate why and how Aboriginal peoples and Torres Strait Islander peoples associate with the land and sea in stories and events.Suggested conditions:* 1–2 minutes
* open.

For further advice and guidelines on conditions for assessment refer to *Assessment: History* on the QSA website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |  |

| Teaching and learning | Supportive learning environment |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied). Students:* identify sources relating to the significance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples and to change and continuity over time in the local community
* pose a range of questions about the past relating to the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples and to change and continuity over time in the local community
* investigate and explain why and how Aboriginal peoples and Torres Strait Islander peoples associate with the land and sea in stories and events.
* investigate the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples through identifying language groups and explaining the relationship between language, country, place and spirituality
* sequence significant historical local, regional or state events or developments from the past to the present day.

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life. Students:* investigate a development in the local community through examining photographs, newspapers, oral histories, diaries and letters and other sources
* identify different points of view related to change and continuity over time in the local environment in relation to areas such as transport, work, education, natural and built environments, entertainment and daily life
* develop texts using a range of communication forms (oral, graphic, written) and digital technologies
* create and edit a presentation that records and explains a place that has significance to Aboriginal or Torres Strait Islander communities.
 | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning. The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit from access to:* computer labs and ICT support
* field trips to relevant locations or excursions to museum and galleries, e.g. The Workshops Museum, Cobb and Co Museum or a local museum
* contact/visit local historical societies for sources such as photos, newspapers
* sources such as photos, newspapers

**Guest speakers*** Aboriginal or Torres Strait Islander Elders, grandparents and older community members who can tell stories associated with the local language groups and the land they belong to or historians to discuss methods and sources used in historical investigations
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| Use feedback |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:* activities that worked well and why
* activities that could be improved and how
* assessment that worked well and why
* assessment that could be improved and how
* common student misconceptions that need, or needed, to be clarified.
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